

Special Character Internal Evaluation Template Example Three

Noticing

- Several board members remind the board that the last Catholic special character review report recommends the board engage in ongoing Catholic special character professional learning and formation (PLF).
- The board decides to examine what Catholic special character PLF they have engaged in and what could be the basis of a three-year plan.



Investigating

Phase 1: A committee of two parent representatives and one proprietor's appointee research what Catholic special character PLF has occurred in the last three years.

Phase 2. The committee speaks to the diocesan education office enquiring into what specific topics should be covered.

Phase 3: The committee survey all the board on what topics they wish covered.



Collaborative Sense Making

- The committee's analysis of data gathered indicates that the board has had one diocesan provided 1.5 hour PLF session each year for the last three, of which most members attended.
- The PLF covered , compliance matters, Catholic special character internal evaluation and the development of board policies that reflect Catholic special character.
- This highlighted that most PLF had been on governance matters and not on the actual goals or philosophy of Catholic education including the disciple's journey.
- The board survey identified the need for PLF on governance of a Catholic school (new members), the aims of RE, the faith development of young people, what it means to be Catholic



Prioritising to Take Action

The board decided to:

- instigate an induction programme on governance for new members.
- develop their own three-year plan of PLF to compliment that provided by the diocese.



Improvement Actions

- The committee develops a manageable three-year differentiated PLF plan
- The plan includes time to reflect on how new learnings will be implemented
- An induction programme, with the assistance of the diocese, designed and implemented
- Deliberate use of experienced board members is used
- The plan is evaluated each year and adjustments made as needed



Shifts in Practice

From	To
Relying on the diocese to provide all PLF	Board planning and implementing their own needs based PLF
One off PLF sessions	Longitudinal learning
No-induction for new members	Induction
No PLF on cultural competencies	Inclusion of cultural competencies



Outcomes for Learners

- Individual and group needs of the board addressed
- Greater knowledge and understanding of Catholic special character responsibilities of the board
- Board confidence in articulating the nature and goals of Catholic education